Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. Time can be divided into categories (e.g., months of the year, past, present and future).***

Content Elaborations

Children build conceptually toward an understanding of chronological order, which is introduced in grade two.

Children distinguish between the past, present and future as they talk about events from their own daily lives.

Children begin to use vocabulary that supports their understanding of the divisions of time such as months of the year, past, present and future.

Expectations for Learning

Use vocabulary correctly to distinguish categories of time.

Instructional Strategies

Create a classroom calendar where children can record basic weather observations. Refer to the calendar while comparing the weather of different months and seasons and integrate vocabulary from the content statement during discussions.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Make connections between weather and season concepts as found in the Science Academic Content Standards.

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***2. Photographs, letters, artifacts and books can be used to learn about the past.***

Content Elaborations

Photographs, letters, artifacts and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.

At this level, children begin to talk about family photographs, letters, artifacts and books to learn about their past, if these resources are available.

Expectations for Learning

Use photographs, letters, artifacts and books to communicate information and draw conclusions about the past.

Instructional Strategies

Children can share artifacts such as baby books, family pictures, letters and newspapers with the class. The teacher guides student examination of the artifacts by asking questions such as: *What do we understand about the past from this photograph?* Students can focus on topics such as clothing, architecture and modes of transportation.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***3. The way basic human needs are met has changed over time.***

Content Elaborations

Humans need food, clothing and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed.

For example, in the past, people worked to provide their family with food, clothing and shelter; they worked to survive. Family members today work at jobs where they earn money to purchase basic needs.

Expectations for Learning

Compare the way families met basic needs in the past with the way they are met today.

Instructional Strategies

Provide children with various pictures of food, clothing and shelter from the past and present. Ask students to sort the pictures into *then* and *now* groups. Once students have had a chance to compare the *then* and *now* examples, ask them to describe how the basic need for food, clothing and shelter have changed over time.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Children need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***4. Maps can be used to locate and identify places.***

Content Elaborations

Maps are representations of areas on the earth's surface.

Children can use simple maps and models to locate familiar places in the classroom, school or neighborhood.

Children also can be introduced to maps of the local community, Ohio and the United States.

Expectations for Learning

Use maps to locate and identify familiar places in the classroom, school or neighborhood.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Use a variety of kinds of maps as well as maps of a variety of different places (e.g., zoo, park, city) and have children practice locating and identifying places.

Instructional Resources

Lesson Plan: United States Geological Survey (USGS)
http://education.usgs.gov/common/primary.htm
This USGS page includes lessons on maps for elementary students. In the left column, click on the *Geography* heading. Select *What Do Maps Show? (Teacher Lesson)*. Although these lessons are geared for upper elementary students, many ideas and activities can be adapted for use in the first-grade classroom.

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).***

Content Elaborations

Places are locations having distinctive characteristics, which give them meaning and character and distinguish them from other locations.

For grade one students, physical features can include lakes, rivers, hills, mountains and forests.

Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, houses and traffic signs/signals.

Expectations for Learning

Compare physical and human characteristics of different places in the local community.

Instructional Strategies

Explore the physical and human characteristics of a variety of places, modeling and encouraging the use of descriptive language to make comparisons.

Diverse Learners

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Use a variety of formats for exploration, including photographs, field trips, outdoor walks and technology.

Instructional Resources

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***6. Families interact with the physical environment differently in different times and places.***

Content Elaborations

People depend on the physical environment for food, clothing, shelter, transportation and recreation.

Families interact differently with the physical environment based upon times (past and present) and places (different physical environments).

For example, families in Alaska used to light their homes with whale oil. Today, most of the homes use electricity.

Expectations for Learning

Describe the way families in different places interact with the physical environment.

Compare the way families interacted with the physical environment in the past with the way they interact today.

Instructional Strategies

Look at the weather report for cities in different regions of the United States either in the newspaper or online. Ask students how they would dress if they were visiting that city.

Diverse Learners

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Students sort and match pictures showing physical activities from various environments (e.g., cold-climate pictures of kids in warm clothes, skiing, shoveling snow, snowmen vs. warm-climate pictures of kids swimming, biking, enjoying a picnic).

Instructional Resources

Houses and Homes (Around the World Series) by Ann Morris

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***7. Diverse cultural practices address basic human needs in various ways and may change over time.***

Content Elaborations

Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.

Basic human needs of food, clothing, shelter, language and artistic expression are met in a variety of ways that are shaped by the culture.

Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances.

For examples, water buffalo are used to plow agricultural fields in many places in Asia today, because they are adapted to humid environments and do not necessarily need water to thrive. In North America, horses were used to plow agricultural fields, but tractors are widely used today.

Note: Culture is a sensitive topic. Teachers and children need to respect and honor diversity among cultural groups.

Expectations for Learning

Describe how different cultures satisfy basic needs and how this may change over time.

Instructional Strategies

Provide students with various books, photos and artifacts to illustrate the cultural practices of families in other cultures in various time periods. Guide students to compare the way each cultural group addresses basic human needs today with the way it was done in the past.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***8. Individuals are accountable for their actions.***

Content Elaborations Children learn that individuals accept personal responsibility for their actions. **Expectations for Learning** Demonstrate accountability for personal actions.	**Instructional Strategies** Invite a police officer in to talk about following rules and laws and being a good citizen. Role-play scenarios of children doing something and then accepting consequences. **Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. **Instructional Resources** **Connections**

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***9. Collaboration requires group members to respect the rights and opinions of others.***

Content Elaborations

As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated.

This builds to an understanding of perspective and concern for the common good in later grades.

Expectations for Learning

Collaborate in a way that demonstrates respect for the rights and opinions of others.

Instructional Strategies

Students identify and list behaviors that show respect for others.

Match a given set of printed speech balloons to pictures showing the target behavior (e.g., good game balloon to a picture of athletes from opposing teams shaking hands).

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Government***
Topic	***Rules and Laws*** Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
Content Statement	***10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.***

Content Elaborations

In Kindergarten, children learned the purpose for rules in the home, school and community.

In grade one, children build on that concept to understand that there are different rules in different settings.

Children understand that rules need to be fair (justice for all parties and concern for the fair allocation of resources among diverse members of a community). There are consequences for breaking rules.

Expectations for Learning

Explain why there are different rules for different settings.

Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.

Instructional Strategies

Children compare playground, cafeteria, gym and classroom rules, noting differences and similarities. Then, children design and role-play various scenarios related to the rules in each setting.

Children make posters that demonstrate the appropriate rules and actions for each setting.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Economics***
Topic	***Scarcity*** There are not enough resources to produce all the goods and services that people desire.
Content Statement	***11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.***

Content Elaborations

Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices.

For example, Johnny can buy a new bicycle or a new computer game, but does not have money for both.

Expectations for Learning

Explain how and why people must make economic choices.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Lesson Plan: Trade to the Tailor
http://www.econedlink.org/lessons/index.php?lid=699&type=educator
This lesson is based on the *A New Coat for Anna* book by Harriet Ziefert. Children are introduced to scarcity, resources and decision making through Anna and her mother.

Lesson Plan: Toys for Me
http://www.econedlink.org/lessons/index.php?lid=517&type=educator
This lesson plan from the Council for Economic Education introduces the concept of scarcity by illustrating how time is finite and how life involves a series of choices. Specifically, this lesson teaches students about scarcity and choice.

Connections

Connect with Content Statement 13 linking scarcity, decision making and markets.

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Economics***
Topic	***Production and Consumption*** Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
Content Statement	***12. People produce and consume goods and services in the community.***

Content Elaborations

People in the community work at jobs where they produce goods and services.

- Goods are objects that are capable of satisfying people's wants (e.g., homes, cars, furniture, food, clothing).
- Services are actions that are capable of satisfying people's wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting).

People also are consumers in the community. Consumer wants are satisfied by using goods and services.

People can be both producers and consumers.

Expectations for Learning

Demonstrate how people are producers and consumers in the community.

Instructional Strategies

Diverse Learners

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Instructional Resources

Lesson Plan: Simple Simon Meets a Producer
http://www.econedlink.org/lessons/index.php?lid=464&type=educator
Using the classic rhyme, *Simple Simon and the Pie-Man*, children are introduced to the concepts of consumer and producer

Connections

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Economics***
Topic	***Markets*** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
Content Statement	***13. People trade to obtain goods and services they want.***

Content Elaborations

Goods are objects that are capable of satisfying people's wants (e.g., homes, cars, furniture, food, clothing).

Services are actions that are capable of satisfying people's wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting).

Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.

Expectations for Learning

Explain why people trade.

Instructional Strategies

Children describe and then illustrate ways in which their family trades to get the goods and services they want.

Children bring in a good from home or offer a service to trade with classmates. Each child introduces his or her good or service, then the teacher allows time for students to trade. Guide children to discuss the reasons for the trades they make.

Diverse Learners

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Instructional Resources

Lesson Plan: Trade to the Tailor
http://www.econedlink.org/lessons/index.php?lid=699&type=educator
This lesson is based on the *A New Coat for Anna* book by Harriet Ziefert. Children are introduced to scarcity, resources and decision making through Anna and her mother.

Connections

Connect with Content Statement 11 linking scarcity, decision making and markets.

Essential Questions

Grade One

Theme	***Families Now and Long Ago, Near and Far***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***14. Currency is used as a means of economic exchange.***

Content Elaborations

People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.

Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.

Expectations for Learning

Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

The Story of Money by Betsy Maestro

Money Madness by David Adler

Connections

Essential Questions